

**LANGUAGE LEARNING DIFFICULTIES  
OF A DEAF STUDENT  
AT SMA LUAR BIASA PUTRA JAYA MALANG**

**THESIS**

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## ABSTRACT

Fajrina, Nur. 2015. **Language Learning Difficulties of a Deaf Student at SMA LUAR BIASA PUTRA JAYA MALANG**, Study Program of English, Department of Languages and Literatures, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah, Co-Supervisor: Didik Hartono,

Keywords: Second Language Learning (SLL), Learning Difficulties, Causes of Learning Difficulties, Deaf Student.

There are two kinds of language, verbal and non-verbal. Although verbal language is mostly used, there are people who cannot produce it properly. Deaf is one of reasons for this inability. The causes of deaf range from inborn to severe illness. The language used by deaf people is called sign language. In their learning process, deaf students experience several difficulties due to their disability. This research aims to discover the difficulties experienced by the deaf students. In this research, deaf student is chosen as the object. There are two research problems investigated namely; (1) What are the difficulties experienced by a deaf student of *SMA Luar Biasa Putra Jaya* in learning English? (2) What are the causes of learning difficulties experienced by a deaf student of *SMA Luar Biasa Putra Jaya* in learning English?

The method that is used in this research is observation because it is a case study with qualitative approach. The data sources of this research are Budi's responses to the teacher during learning English class and the result of interview with the teacher about Budi's behaviour and also his causes of the difficulties in learning.

The result of this research shows that there are nine characteristics in learning difficulty found in Budi. Those difficulties are memory difficulties, organisational difficulties, writing difficulties, visual processing difficulties, reading difficulties, auditory processing difficulties, time management difficulties, sensory difficulties, and sensory overload. Meanwhile, there are ten causes in learning difficulty, those are; classroom environment, socio-economic disadvantage, poor school attendance, health problem, learning through the medium of a second language, loss of confidence, emotional or behavioral problems, below average intelligence, sensory impairment, and specific information processing difficulties. In short, Budi experiences some difficulties that prevent him from learning English optimally. Thus, there should be some treatments aiming to guide Budi towards his success in learning English.

The researcher suggests the next researchers, who want to conduct further research on this topic, use other theories or other aspects in learning difficulties not only to deaf student, but maybe to autism students.

## ABSTRAK

Fajrina, Nur. 2015. **Kesulitan dalam Belajar Bahasa oleh Siswa Tuna Runggu di SMA LUAR BIASA PUTRA JAYA MALANG**, Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: (I) Fatimah, (II) Didik Hartono,

Kata Kunci: Belajar Bahasa Kedua, Kesulitan dalam Belajar, Penyebab Kesulitan dalam Belajar, Siswa Tuna Runggu.

Ada dua jenis bahasa, verbal dan non-verbal. Meskipun bahasa verbal lazim digunakan, ada beberapa orang yang tidak mampu mengucapkannya. Tuna rungu adalah salah satu penyebab ketidakmampuan seseorang dalam berbicara. Penyebab tuna rungu beragam mulai dari penyakit bawaan sampai karena sakit berat. Bahasa yang digunakan oleh para tuna rungu disebut bahasa isyarat. Dalam proses pembelajarannya siswa tuna rungu mengalami beberapa kesulitan. Dalam penelitian ini, siswa tuna rungu dipilih sebagai objek penelitian. Ada dua permasalahan yang dibahas, yaitu: (1) Apa sajakah kesulitan yang dialami oleh seorang siswa tuna rungu dari SMA Luar Biasa Putra Jaya dalam belajar bahasa Inggris? (2) Apa sajakah penyebab kesulitan belajar yang dialami oleh seorang siswa tuna rungu dari SMA Luar Biasa Putra Jaya dalam belajar bahasa Inggris?

Metode yang digunakan dalam penelitian ini adalah observasi karena penelitian ini merupakan studi kasus dengan pendekatan kualitatif. Sumber data penelitian ini adalah tanggapan Budi kepada guru selama pembelajaran kelas bahasa Inggris dan hasil wawancara terhadap guru tentang perilaku Budi dan juga penyebab dari kesulitan dalam belajarnya.

Hasil penelitian ini menunjukkan bahwa ada sembilan karakteristik dalam kesulitan belajar yang ditemukan pada Budi, yaitu; *memory difficulties, organisational difficulties, writing difficulties, visual processing difficulties, reading difficulties, auditory processing difficulties, time management difficulties, sensory difficulties, and sensory overload*. Sementara itu, ada sepuluh dari tiga belas penyebab kesulitan belajar ditemukan yaitu; *classroom environment, socio-economic disadvantage, poor school attendance, health problem, learning through the medium of a second language, loss of confidence, emotional or behavioral problems, below average intelligence, sensory impairment, and specific information processing difficulties*. Singkatnya, kesulitan Budi dalam belajar menghalanginya untuk belajar bahasa Inggris dengan optimal. Perlu ada perlakuan khusus yang bertujuan membimbing Budi untuk berhasil dalam belajar bahasa Inggris.

Penulis menyarankan untuk peneliti selanjutnya yang ingin melakukan penelitian lebih lanjut tentang topik ini dengan menggunakan teori-teori lain atau aspek lain dalam kesulitan tidak hanya untuk siswa tuli, tapi mungkin kepada siswa autis.

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